

Management of ventilated patients is complicated and requires specialized equipment. Evacuation with a cuffed trachostomy or endotracheal tube in place should be accomplished only after the cuff is inflated with water, or low volumes of air. Transport of ventilated patients should be avoided, if possible. Sophisticated transport ventilators are available. Pressurized gas or electric power sources are required.

## Medical School Hotline

### **Native Hawaiian Culture Across the Curriculum at the John A. Burns School of Medicine**

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The Native Hawaiian Center of Excellence at the John A. Burns School of Medicine (JABSOM) has documented Native Hawaiian culture across JABSOM's MD curriculum. Native Hawaiian culture appears in the following ways:

1. The Problem-Based Learning (PBL) curriculum utilizes elements of Native Hawaiian culture:
  - a. PBL format stresses values which are dominant in Native Hawaiian culture.
  - b. Native Hawaiian health problems and patients are introduced in the first two years of PBL.
2. Community Medicine experiences, which offer many opportunities to work with Native Hawaiian patients, begin in Unit 1 and continue throughout the first two years.
3. JABSOM students are offered an elective in Native Hawaiian health in their fourth year.
4. Native Hawaiian traditions are important components of annual JABSOM ceremonies and activities.

### **Problem-Based Learning and Native Hawaiian Values**

Because PBL requires small group interaction and stresses group learning, sharing, problem solving and consensus development, Native Hawaiians are not only well suited, but actually flourish in this environment. Four basic Native Hawaiian cultural values, *aloha, ohana, lokahi and kokua*, have been suggested as instrumental in preparing Native Hawaiians to excel in PBL. These four values encompass the following meanings:

*Aloha* is the term for love, affection, compassion and kindness for one another (Pukui and Elbert, 1986).

*Ohana* stresses the importance of the family, extended family or friends who are regarded with affection. Within the ohana, there are feelings of unity, shared love and shared responsibility.

*Lokahi* emphasizes harmony, unity and the ability to work together to solve problems. It is important to Native Hawaiians to cooperate with others and to be respectful of the natural environment.

*Kokua* refers to mutual help and cooperation which contributes to group unity by fostering cooperation, interdependence, and reciprocity (Look and Braun, 1995).

*Aloha, ohana, lokahi and kokua* all place emphasis on the group, not on the individual. Over the six years that JABSOM has utilized a PBL format, Native Hawaiian students have excelled. It seems likely that shared values have contributed to this success.

### **Native Hawaiian Health Problems and Patients in the PBL Format**

The health care problems presented in the first two years of the PBL curriculum provide a representative sample of health issues and problems in the state of Hawaii, including those found in the Native Hawaiian population. Each unit addresses some biological, clinical and behavioral health issues of Native Hawaiians who, unfortunately, have the worst overall health risks in the state of Hawaii and continue to have the highest mortality rates (Look and Braun, 1996, Blaisdell, 1996). Medical students study five units of Health Care Problems in their first two years. All include Native Hawaiian health issues and/or patients.

Following is a listing of Native Hawaiian health issues presented by unit at JABSOM. Note that these health problems are not unique to the Native Hawaiian community, but are prevalent.

In Unit 1, "Health and Illness," seven of nine cases deal specifically with issues related to Native Hawaiian health. These include motor vehicle accidents, alcohol abuse, non-seatbelt use, depression, health problems, poor diet, sedentary life-style, cancer, and pregnancy.

Unit 2, "Cardiovascular, Renal and Respiratory Problems," has a total of 15 cases. Nine offer Native Hawaiian Health issues including heart disease, asthma and emphysema related to smoking, severe hypertension and cancer.

Unit 3, "Hematological, Endocrine and Gastrointestinal Problems," has 15 cases with six Native Hawaiian problems. These cases deal with obesity resulting in gastrointestinal problems and adrenal disease, diabetes, leukemia, and colon cancer.

Unit 4, "Locomotor, Nervous System, Brain and Behavior Problems," has a total of 21 cases, nine dealing with Native Hawaiian health issues including osteoporosis, elder issues, alcohol abuse, osteosarcoma, accidents, stroke, mental health disease including psychosis, bipolar disorder, panic disorder with agoraphobia and rheumatoid arthritis.

Finally, Unit 5, "The Life Cycle," includes 14 cases with 12 Native Hawaiian patients. The health issues include prostate cancer, teenage pregnancy, smoking, asthma, drug use, hypertension, cultural/language barriers, child abuse, leukemia, diabetes and pregnancy, alcohol abuse, bipolar disorder and geriatric issues.

In every unit but Unit Two, there is at least one patient with a recognizable Native Hawaiian name. In many cases, patients are identified in the problem as being Native Hawaiian.

### **Community Medicine offers Students Opportunities to Work with Native Hawaiian Patients**

During their first two years, medical students either rotate through or choose to work at community medicine sites which offer a great proportion of Native Hawaiian Patients.

#### **Community Medicine Sites**

Queen Emma Clinic, the provider of health services to medically indigent patients, working poor people, QUEST patients, people referred from the emergency room because they have no physi-

*Continued on next page*

cian and HIV-infected patients, served 17.9% (1,383) Native Hawaiian patients in 1995. This is also a *Ke Ola O Hawaii* site. Halawa Correctional Facility is the largest state prison in Hawaii, detaining over 1100 sentenced male convicted felons of which 40.9% are Native Hawaiian (Blaisdell, 1996).

### Ke Ola O Hawaii Community Medicine Sites

The Waianae Coast Comprehensive Health Center serves patients from the neighborhood community. In 1995, the Center served 8,245 Native Hawaiian patients; 49% of total patients served. Kokua Kalihi Valley Clinic serves medically indigent patients, working poor people and QUEST patients from its neighborhood community. Thirteen percent of the facility's regular users are Native Hawaiian and 94% of first time visitors are of Asian/Pacific Islander descent.

**The Interdisciplinary Training for Health Care in Rural Areas** is a community based, collaborative model focusing on interdisciplinary education for health care students. This program provides training for thirty-six students from six disciplines, one of which is medicine. Sites include: Kealakekua, Honokaa and Pahoa on the Big Island; Hana on Maui; Waimea on Kauai; and Kaunakakai on Molokai.

### Fourth Year Native Hawaiian Health Elective

Initiated by Dr Kekuni Blaisdell, a Native Hawaiian senior faculty member, this Native Hawaiian Health elective places fourth year students in areas with high concentrations of Native Hawaiians. These sites are located on the islands of Hawaii, Maui and Kauai.

### Native Hawaiian Traditions are Incorporated into JABSOM Annual Events

During the first semester, an Open House is held for family, friends and faculty. The Open House is a conscious effort on the part of the JABSOM administration and faculty to develop the concept of *ohana* (discussed earlier) into the medical school's larger family. The annual Winter Memorial Ceremony offers an opportunity for medical students and faculty to give thanks to those who have donated their bodies for Anatomy Laboratory use. Following an ecumenical service, the students take the donors' ashes out to sea in outrigger canoes for burial. Each academic year ends with a luau that the busy first year class presents to the graduating fourth year class. This occasion, held on a country estate on a weekend afternoon, features Native Hawaiian luau food and hula. First year students of diverse ethnicities dance hula to entertain their fourth year guests. The fourth year students reciprocate by thanking their hosts with hula. In addition to the University of Hawaii Commencement Ceremony, JABSOM holds a Convocation each Spring in the Kennedy Theater of the East-West Center. Graduating students have the opportunity to publicly thank the person(s) who have helped and supported them most with a fragrant *maile* leaf lei, given only on very special occasions. This is a touching, often tearful, ceremony of thanksgiving.

### Conclusion

A function of the faculty in the Native Hawaiian Center of Excellence is to monitor the JABSOM curriculum to assure that Native Hawaiian patients and health problems continue to be well represented. At this juncture, whether it be found in health care problems, in service in the community or in annual events, Native Hawaiian culture is well integrated into the curriculum of the John A. Burns School of Medicine.

### Work Cited

1. Blaisdell, RK (1996). 1995 Update on *Kanaka Maoli* (Indigenous Hawaiian) Health. *Asian American and Pacific Islander Journal of Health*. (forthcoming)
2. Look, M.A. and Braun, K.L. (1995). *A Mortality Study of the Hawaiian People 1910-1990*. Honolulu, HI: The Queen's Health System.
3. Pukui, M.K. and Elbert, S.H. (1986). *Hawaiian Dictionary*, University of Hawaii Press: Honolulu, Hawaii

## Poem

### To my Spouse on Election Day by Dr Robert S. Flowers

Today is the 5th of November  
When millions go to the polls  
In trust that the precinct poll tender  
Will find us on the "registered" rolls.

For months the campaigning has  
bored us  
With fake smiles, and rhetoric and lies  
From candidates who cajoled and  
implored us,  
And wooed us with dark shifty eyes.

Some are more honest than others,  
But each is a political beast -  
Distinguishing themselves  
from their brothers  
By ethics convoluted and creased.

Some are forthright with good morals  
And surely could be a bright star,  
Deserving support and our laurels -  
But it's difficult to know who they are.

Who should be leading our nation?  
And which one should grace  
Congress's halls?

Who should we choose this occasion -  
A man or a lady with balls?

And who should we let be our mayor?  
Or prosecute the criminals and such?  
And who should be the school system's  
tailor?  
And should officials do little or much?

Do we want them speedily making  
New laws to rest on our head?  
Are they best when they're working  
or faking?  
"The least governed are the best,"  
it's been said.

As I carefully ponder my ballot,  
And consider for whom I should vote,  
I think of King Arthur and Camelot  
And a castle surrounded by moat.

A monarch would be a relief  
If intelligent, honest and kind;  
But the evil ones cause so much grief  
That to choose one you'd have to be blind.

But I usually end up selecting  
Some people I really don't want  
From that ballot that is long and  
perplexing -  
A slate I'd be embarrassed to flaunt.

So who should I vote for today  
And empower to alter my life  
To tax me so I pay and I pay  
And disappoint me and fill me with strife.

There is an alternative choice -  
Who at politics is just a beginner,  
A candidate who makes me rejoice  
And am always dead sure is a winner.

That candidate is more than a friend  
It's someone I admire and I respect  
We communicate even though  
I don't send  
Any letters to reprove and correct.

So my ballot got punched with a flair  
And I left feeling quite satisfied  
Albeit I had a strange stare,  
I had candidates proven and tried!

Today's the 5th of November  
And my candidate hasn't a clue.  
I smile as I shyly remember  
That I cast all my votes just for you!